**Practice Test for Reading and Writing Nonfiction**

Assess with an argument rubric.

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| Student: |  | Date: |  |

**Argument/Persuasive Rubric for High School Assessment Writing**

This rubric uses a **0–4** scoring scheme: **4** is clear, thorough, and effective; **3** is adequate, with occasional issues; **2** is occasionally effective, with numerous issues; **1** is ineffective due to multiple issues; **0** is incomplete.

**Score Point 4**

**Focus** The writing is purposely focused and sustained:

* has a clear, focused claim
* strongly maintains the claim
* provides effective context for the claim
* clearly addresses opposing claims

**Organization** Clear, effective organizational structure creates completeness and unity:

* uses various effective transitional strategies
* logically progresses from beginning to ending
* has an introduction and a conclusion that connect to the audience and achieve the purpose
* strongly connects ideas

**Evidence** Sources, facts, and details thoroughly and convincingly support the writer’s claim in specific, relevant ways:

* smoothly integrates evidence from sources using specific, correct citations
* uses various effective elaborative techniques
* Language Precise language clearly and effectively expresses ideas:
* uses specialized vocabulary that expresses the topic, connects with the audience, and achieves the purpose

**Language** Precise language clearly and effectively expresses ideas:

* uses specialized vocabulary that expresses the topic, connects with the audience, and achieves the purpose

**Conventions** Correct conventions make the writing clear:

* has well-formed sentences
* includes few if any usage errors
* has effective and consistent punctuation, capitalization, and spelling

**Score Point 3**

**Focus** The writing is adequately focused and sustained:

* has a clear claim
* maintains the claim, with some loose association
* provides adequate context for the claim
* acknowledges an opposing claim

**Organization** Organizational structure creates a sense of completeness, with occasional loose associations:

* uses adequate transitional strategies
* adequately progresses from beginning to ending
* has an introduction and a conclusion that are adequate to the audience and purpose
* connects most ideas adequately

**Evidence** Sources, facts, and details provide adequate support for writer’s claim, with some specificity:

* integrates some evidence from sources, though citations may be nonspecific or flawed
* uses some adequate elaborative techniques

**Language** Language adequately expresses ideas, with occasional precision:

* uses some specialized vocabulary, which is generally appropriate to the topic, audience, and purpose

**Conventions** Adequate conventions make the writing comprehensible:

* has few if any sentence errors
* has an occasional usage error
* has adequate punctuation, capitalization, and spelling

**Score Point 2**

**Focus** The writing is somewhat focused and sustained:

* has an unclear claim
* unevenly maintains the claim
* provides little context for the claim
* does not acknowledge opposing claims
* has minor divergence

**Organization** Inconsistent organizational structure includes some superfluous ideas:

* inconsistently uses basic transitional strategies
* unevenly progresses from beginning to ending
* has a weak introduction and conclusion
* weakly connects ideas

**Evidence** Sources, facts, and details provide uneven support for the writer’s claim, achieving little depth:

* weakly integrates evidence from sources, with a few imprecise citations
* uses weak elaborative techniques

**Language** Simplistic language unevenly expresses ideas:

* uses generalized vocabulary that is sometimes inappropriate for the topic, audience, and purpose

**Conventions** Uneven conventions make the writing unclear:

* inconsistently forms sentences
* has frequent usage errors
* has inconsistent punctuation, capitalization, and spelling

**Score Point 1**

**Focus** The writing is unfocused and not sustained:

* has no clear claim
* is confusing or ambiguous
* provides no context
* has major divergence

**Organization** Little or no discernible organizational structure exists:

* has few or no transitional strategies
* does not clearly progress
* has no real introduction or conclusion
* jumbles ideas

**Evidence** Few if any sources, facts, or details support the writer’s claim:

* includes little or no evidence from sources, or has errant citations
* uses no elaborative techniques

**Language** Vague language creates confusion or fails to express ideas:

* uses minimal vocabulary, with little sense of topic, audience, and purpose

**Conventions** Errors make the writing confusing:

* contains numerous sentence errors
* includes many usage errors
* includes many problems with punctuation, capitalization, and spelling

**Score Point 0**

A category receives no credit when performance falls below the level indicated in score point 1.